



**Laguna Elementary School**  
**Scottsdale Unified District**  
**10475 E. Lakeview Drive, Scottsdale, AZ 85258-4962**

ARIZONA  
School Report Card  
2001-02

**Principal: Dr. Keith R. Powell**  
**Schedule: 7:15 AM to 4:00 PM**  
**Web Address: [www.susd.org](http://www.susd.org).**  
**E-mail: [kpowell@susd.org](mailto:kpowell@susd.org)**

**Grades: Pre-K-5**  
**2001 Enrollment: 755**  
**Phone: (480) 451-5010 x 0**  
**Fax: (480) 860-2772**

## ▼ School Overview ▼

### Mission

We envision a place where all children, parents and teachers choose to be and where we promote risk taking, inquiry, skillful decision making, effective communication, cultural appreciation and the JOY OF LEARNING. At Laguna School, we believe that education is a partnership. The cooperation of the students, school personnel, parents and community is essential to achieve the positive climate needed to fulfill this commitment.

### Organization and Philosophy

- w Self-contained Classrooms
- w Traditional
- w Integrated Instruction
- w Site-based Shared Decision Making

### Instructional Programs

- w High Expectation/Honors Recognition
- w Teacher-directed Instruction
- w Cooperative Learning Experiences
- w ESL
- w Gifted
- w Learning Resource Services
- w Speech and Hearing Services
- w Excellent Special Areas Emphasis

### School/Academic Goals

- w To improve student Stanford 9 scores with the evidence that at least 10% of the students tested last year in the second quartile (26 - 50%) have moved up into the third quartile (51 - 75%).
- w To assure 100% of the students use the available software and hardware in order to meet district technology standards to enhance the learning of curriculum content.
- w To assure that 100% of the Laguna faculty and staff are aware of and participate in quality staff development opportunities.
- w Develop within all students qualities to fulfill their roles as responsible citizens as evidenced by maintaining low levels of serious discipline referrals with less than 1% suspension rate for the 2001-02 school year.

### Enrollment

October 1, 2000 School Year Student Enrollment:	813
Accepting New Students in 2001-02 Under Open Enrollment Law <sup>1</sup> :	Yes
Number of Students Attending Under Open Enrollment in 2000-01:	64

<sup>1</sup> Under ARS§15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

## ▽ School Site Council ▽

### Council Composition

1 School Administrator(s)  
 1 Non-certified Employee(s)  
 4 Teacher(s)  
 4 Parent(s)  
 1 Community Member(s)  
 0 Student(s)

### Council Duties

w School Improvement  
 w Personnel Decision Input  
 w School Safety Issues  
 w School/Business/Community Relations  
 w Site Budget Overview  
 w Parent/Educator Relations

## ▽ Staffing Information ▽

School administration and instruction for school year 2001-02 are provided by:

Position	Number	Position	Number
Administrator	2.00	Teacher	46.00
Other Professional Staff	8.00	Teacher Aide	8.00

### Educational Attainment by Years of Teaching Experience of Current Teaching Staff

Experience	Degree			
	Bachelor's	Master's	Doctorate	Other
3 or fewer years	5	1	0	0
4 to 6 years	8	3	0	0
7 to 9 years	2	0	0	0
10 or more years	10	19	0	0

## ▽ Shared Responsibilities ▽

### School

Home/school cooperation and parent involvement is alive and well at Laguna School. In recent years, Laguna has benefited from several hundred volunteers annually. Open communication is an important reason for this success. The well-known adage, It takes an entire village to educate a child, is particularly relevant and encouraged at Laguna School. The home/school partnership is enhanced by an open door policy, purposeful communication and a shared commitment to excellence.

### Parents

Laguna parents are expected to send their students to school ready to learn. The children are to be well-rested, fed and cared for, as a rule. Parent cooperation, support and voluntary involvement are outstanding features at Laguna Elementary School.

## ▽ Transportation Policy ▽

Busing services are provided for K-5 students who reside within the Laguna attendance area and over one mile away from the school campus.

## ▽ Calendar Information ▽

<b>Number of Instruction Days:</b>	176	<b>First Day of School:</b>	8/13/01
<b>Average Daily Instruction Time:</b>	6 hrs. 30 min.	<b>Last Day of School:</b>	5/23/02

**Operates on Traditional Schedule**

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### Report Card Release Dates

10/26/01	1/11/02	3/22/02	5/23/02
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### Additional Calendar/Report Card Information

Our policy is to inform parents when their child's grade drops below a C. Midterm reports are sent home with students at the midpoint of each grading period to keep parents informed of their child's progress.

## ▽ Resources Available at School Site ▽

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### Nutrition Programs

Federal food programs available to eligible<sup>2</sup> students:

Breakfast - No      Lunch - Yes      Summer Food - No

<sup>2</sup> Schools participating in the federal nutrition programs provide meals to all children. Students may be eligible for free or reduced-price meals. Eligibility is based on the federal poverty guidelines.

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### Special Facilities

W Library/Media Center	W Two Computer Labs
W LRC/ESL/PANDA	W Extended-day Kindergarten Program

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### Extracurricular Activities

W Chorus/Strings/Band/Art	W Student Council
W Odyssey of the Mind	W Math Olympiad/Word Masters
W Intramurals	W Afterschool Classes, e.g., Golf, Science
W Scottsdale Parks & Recreation	W Cub Scouts/Brownies

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### School/Community Resources

W Boys/Girls Club Connection	W Scottsdale Senior Center Connection
W Extended Day Care - 2:45-6:00 P.M	W Exceptional Adult Volunteer Program
W School Business Partnerships	W Counseling Services
W Recreational Activities	W Health Services

## ▽ Indicators of Success ▽

Information provided on this page is based on historical data, primarily from the previous school year, 2000-01.

### 2000-01 School Achievements/Accomplishments

- |  |   |
|--|---|
| <p>w All Laguna students were provided with quality technology experiences in both lab and classroom computer settings. The student growth in the area of technology has been extensive and the response of the children is outstanding.</p>               | <p>w Reading skill performance has been outstanding and promises to continue to be a major emphasis at Laguna. The new Accelerated Reader Program was successfully implemented.</p>   |
| <p>w The Six Trait Writing focus has resulted in significant growth in quality student writing achievement. This also has been an important part of Laguna's staff development program. Student progress regarding writing skills has been impressive.</p> | <p>w Community outreach opportunities were provided for all students. The results were outstanding and the Laguna students rose to the occasion to reach out and help in numerous projects that made a difference in the lives of others.</p> |

### Student Information: 2000-01 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
<b>Attendance Rate</b>	96.6 %	94.8 %	93.5 %	94.2 %
<b>Transfers Out</b> <sup>3</sup>	7.4 %	16.2 %	16.0 %	20.6 %
<b>Transfers In</b> <sup>4</sup> : Within District	0.4 %	3.4 %	2.8 %	3.0 %
<b>Transfers In</b> <sup>4</sup> : Out-of-District	0.8 %	6.3 %	5.9 %	7.9 %
<b>Promotion Rate</b> <sup>5</sup>	100.0 %	98.7 %	98.1 %	94.2 %
<b>Retention Rate</b> <sup>6</sup>	0.0 %	1.3 %	1.9 %	5.4 %
<b>Dropout Rate</b> <sup>7</sup>	NA			11.1 %
<b>Status Unknown</b> <sup>8</sup>	NA			6.7 %

**Students reported as "dropouts" who may have returned to school for the following academic year are not accounted for in this report.**

<sup>3</sup> Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2000-01 school year.

<sup>4</sup> Transfers In: Within District: Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2000-01 school year. Out-of-District: Percentage of accountable students entering school who were previously enrolled in another school district during the 2000-01 school year.

<sup>5</sup> Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2000-01 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

<sup>6</sup> Retention Rate: Percentage of students retained at the end of the 2000-01 school year.

<sup>7</sup> Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 1999-2000 school year, to include activity during the summer of 2000. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate, Dropout Rate and Status Unknown Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate and the Status Unknown Rate but not in the Promotion Rate and Retention Rate. Data for 2000-2001 is not yet available.

<sup>8</sup> Status Unknown: Percentage of students unaccounted for by any method during the 2000-01 school year. Status unknown students are not necessarily dropouts.

## ▽ School Honors ▽

### Awards or special recognition honors received by the school, staff or students:

Award/Honor	Year
Top 5 School - Phoenix Magazine	1998
Superior Parent Volunteer Status	2000
Outstanding Achievement Scores Annually	2001
Attendance Honors	2001

## ▼ Academic Achievement Indicators ▼

Arizona's Instrument to Measure Standards (AIMS) is designed to measure student achievement of the Arizona Academic Standards. Effective with the high school Class of 2006 (eighth graders in 2001-02), students must "Meet the Standard" or "Exceed the Standard" on all portions of AIMS or pass an AIMS Equivalent Demonstration (subject to approval by the state Board of Education) in order to be eligible for a high school diploma. High school students who did not attain "Meets the Standard" or "Exceeds the Standard" in reading, writing and mathematics will have additional opportunities to retake the test in their junior and senior years. Students in grades 3, 5, and 8 also take AIMS.

### AIMS Results<sup>1</sup>, 2000-01

Grade 3		Number Tested	MS	FFB	A	M	E
Reading	School	129	555	0%	4%	32%	62%
	State	60969	521	11%	18%	44%	27%
Writing	School	125	573	1%	1%	67%	29%
	State	59929	535	12%	13%	62%	13%
Mathematics	School	128	559	0%	7%	36%	54%
	State	61089	510	14%	29%	34%	23%

#### Legend

- MS - The Mean Scale Score (average) on a 200-800 scale.  
 A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas.
- FFB - Percent of students who Fell Far Below the standard  
 A - Percent of students who Approached the standard  
 M - Percent of students who Met the standard  
 E - Percent of students who Exceeded the standard

#### Grade 5

Reading	School	154	535	1%	5%	43%	49%
	State	63518	503	22%	24%	41%	14%
Writing	School	153	560	1%	5%	50%	41%
	State	62270	505	19%	28%	41%	12%
Mathematics	School	159	554	1%	13%	10%	74%
	State	63873	487	17%	43%	12%	29%

<sup>1</sup>Results reflect student performance on the English form of AIMS.

<sup>2</sup>Class of 2003 is the cohort of students who began 9th grade during the 1999-2000 school year.

\*\*Items of data containing information about fewer than ten students have been replaced with (\*\*) to protect student privacy.

--Some columns contain dashes (--) to indicate "not applicable" or "no data available."

## ▼ Mathematics Education and AIMS ▼

On April 24, 2000, the state Board of Education amended the high school graduation requirements to include the following: "Effective with the graduating class of 2004, the two required math credits shall be taken consecutively beginning with the ninth grade and course content shall reflect Academic Standards preparation for proficiency at the high school level." Parents should verify with the school that their ninth grade students are enrolled in one or more mathematics courses that provide instruction in the state Board-adopted mathematics standards that lead to proficiency in high school. Students who begin the ninth grade during the 2001-02 school year should be enrolled in a mathematics sequence that is aligned to the state's mathematics standards and includes instruction in the concepts and performance objectives that will be assessed by AIMS. The Board's amendment to the high school graduation requirements should not be interpreted to mean that all ninth grade students must be enrolled in any *particular* course. **The Board's intent is to assure that all ninth grade students are enrolled in courses that prepare students for success on AIMS.**

## ▼ Academic Achievement Indicators ▼

In 1997 and 1998, students in grades 3 through 12 were tested in reading, language and mathematics using the standardized, nationally norm-referenced *Stanford Achievement Test, Ninth Edition* (Stanford 9). In 1999 and 2000, students were tested in grades 2 through 11. **Students were tested in reading in grade 1 and reading, language arts and mathematics in grades 2 through 9 in 2001.** The percentage of eligible students tested (%) and the school's percentile rank score are presented below. State percentile rank scores (AZ) are provided for comparison. Also, note that the percentile rank scores for the nation are 50 for all content areas in all grades.

Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with (\*\*) to protect student privacy. Some columns contain dashes (--) to indicate "not applicable" or "no data available."

**Stanford 9 Percentile Rank Scores**

Grade	Content Area	1996-1997			1997-1998			1998-1999			1999-2000			2000-2001		
		%	Score	AZ	%	Score	AZ	%	Score	AZ	%	Score	AZ	%	Score	AZ
1	Reading	--	--	--	--	--	--	--	--	--	--	--	--	93	79	60
2	Reading	--	--	--	--	--	--	100	75	50	99	81	52	96	77	53
	Language	--	--	--	--	--	--	100	70	40	100	79	43	96	78	44
	Mathematics	--	--	--	--	--	--	100	68	51	99	82	55	96	81	57
3	Reading	98	72	44	100	75	47	100	76	47	100	73	48	95	79	50
	Language	98	74	45	100	78	49	100	79	51	100	76	54	95	82	56
	Mathematics	98	68	41	100	78	46	100	71	49	100	71	52	95	80	54
4	Reading	94	86	52	100	77	53	100	81	54	99	84	54	95	81	55
	Language	95	76	45	100	75	47	100	76	49	99	77	48	94	71	50
	Mathematics	95	82	48	100	83	51	100	82	54	99	85	55	94	80	57
5	Reading	100	76	50	100	80	51	100	74	51	97	84	51	92	85	51
	Language	100	72	40	100	73	42	100	67	44	97	75	45	92	77	45
	Mathematics	100	81	47	100	84	51	100	81	54	99	87	55	93	91	57

## ▽ Measure of Academic Progress ▽

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the *Stanford Achievement Test, Ninth Edition* (Stanford 9), given in 2000 and 2001. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2001. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine<sup>9</sup> or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported below.

<sup>9</sup> Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

**The MAP is an elementary school (Grades 2-8) indicator only.**

	<b>Reading</b>	<b>Math</b>
	<b>Percentage of Students Achieving One Year's Growth</b>	<b>Percentage of Students Achieving One Year's Growth</b>
<b>Grades 2-3</b>	<b>67</b>	<b>80</b>
<b>Grades 3-4</b>	<b>85</b>	<b>91</b>
<b>Grades 4-5</b>	<b>81</b>	<b>90</b>
<b>Grades 5-6</b>	<b>***</b>	<b>***</b>

\*Less than 10 students matched

\*\*No information available

\*\*\*Not applicable

## ▽ School Safety ▽

The purpose of this section is to provide parents information about what the school is doing to promote a safe and orderly environment for learning. The *2001 Comprehensive Health and Prevention Program Survey Annual Report* provides additional information on Health and Prevention Programs, School Safety and Security Measures, Policy Violations and Expulsions at [www.ade.az.gov/ResearchPolicy/chapps/](http://www.ade.az.gov/ResearchPolicy/chapps/).

### School-level Efforts to Ensure a Safe and Orderly Environment for Learning

Every effort is made to maintain a reasonable student-to-adult ratio in all areas of the Laguna campus. Play areas are very well-supervised and equipment is regularly inspected to assure safety. Peep holes were added in all classroom doors for exterior viewing without having to open the door. Periodic lock-down drills, in addition to monthly fire drills, are held to assure readiness in the event of a dangerous situation on campus. An emergency phone tree is in place via the PTO annually.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S. § 15-746.6).

0

**School uniforms are not required at this school.**

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, **1-877-900-1086**, is anonymous and available 24 hours a day.

## ▽ Per Pupil and School Expenditures for the 1999-2000 School Year ▽

<b>Expenditure Category</b>	<b>*Per Pupil Expenditures by Category</b>	<b>School Expenditures by Category</b>
Classroom Instruction	\$2,409	\$1,927,365
Classroom Supplies	\$36	\$28,457
Administration	\$270	\$216,446
Support Services-Students	\$450	\$359,805
Other Support Services and Operations	\$983	\$786,637
<b>Total Expenditures- All Categories 1999-2000</b>	<b>\$4,147</b>	<b>\$3,318,710</b>

Total Expenditures may not be exact because of rounding.  
Information is self-reported by the district and is unaudited.

\* Based upon 1999-2000 Average Daily Membership (ADM).  
(School Expenditures divided by ADM)

\*\*Due to technical difficulties, data for multiple charter school sites is not available.

These are maintenance and operation expenditures and do not include capital expenditures such as facilities construction and buses. Classroom Instruction includes activities dealing directly with the interaction between teachers and students. It also includes activities of aides or classroom assistants that are involved in the instructional process. Classroom Supplies includes costs for items that are consumed, worn out or have deteriorated through use; or items that lose their identity through fabrication or incorporation into different or more complex units or substance. Administration includes governing board services, executive administration services, lobbying, office of the principal services and other support services for school administration. Support Services-Students includes attendance and social work, guidance, health, psychological, speech pathology, audiology services and other support services for students. Other Support Services and Operations includes support services for instructional staff, business support services, operation and maintenance of plant services, student transportation services, central support services, other support services, food service operation and bookstore operations.

## ▽ Classroom Enhancement Funds 2000-01 ▽

For fiscal year 2000-01, school districts and charter schools shall report on the School Report Card issued pursuant to section 15-746, *Arizona Revised Statutes*, a summary of any monies received pursuant to Section 23 of H.B. 2007 for fiscal year 2000-01 and a description of how the monies were used to enhance classrooms to augment pupil learning.

**Total Amount Awarded to School District/Charter Holder \$1,254,256.38 [\$36.02 per Student x Enrollment (ADM)].**

### Trigger Fund Usage for Classroom Enhancement \*

Trigger funds were used to increase the base salary of teachers to attract and retain a highly qualified instructional staff.

\* Information is self-reported by the district and is unaudited.

## ▽ Contacts ▽

	<b>Name</b>	<b>Phone</b>	<b>Extension</b>
<b>School Site Council</b>	Nancy Smith	(480) 451-5010	5308
<b>Transportation Policy</b>	Dan Shearer	(602) 852-2443	
<b>Community Resources</b>	Keith R. Powell	(480) 451-5010	4800
<b>School Nutrition Programs</b>	Barbara Savastio	(480) 661-1126	6707
<b>Parent Organization</b>	Cynthi Knight	(480) 451-5010	0
<b>Student Health/Nurse</b>	Eileen LaHood	(480) 451-5010	2

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at [www.ade.az.gov/srcs/](http://www.ade.az.gov/srcs/) on the Internet.

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